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ABSTRACT

This handbook examines community program components and development for spouses of foreign students learn about and adjust to the United States. Chapter 1 focuses on program components, such as club activities, English instruction, creative classes, health care classes, professional contacts, child care, and spouse-directed programs. Chapter 2 discusses the basic principles which apply to any type of programming for foreign student spouses, these include sponsorship, budgeting, the facilities being used, and meeting schedules. Chapter 3 supplies information that is intended to be used for setting up a comprehensive, well-rounded program in which a group setting is appropriate. This includes assessing needs, forming a steering comittee, publicizing the program, and selecting the activities for the first session of the program. Brief discussions follow in chapters 4 and 5 on program evaluation and benefits. Eight appendices of sample resource materials are provided. (GLR)

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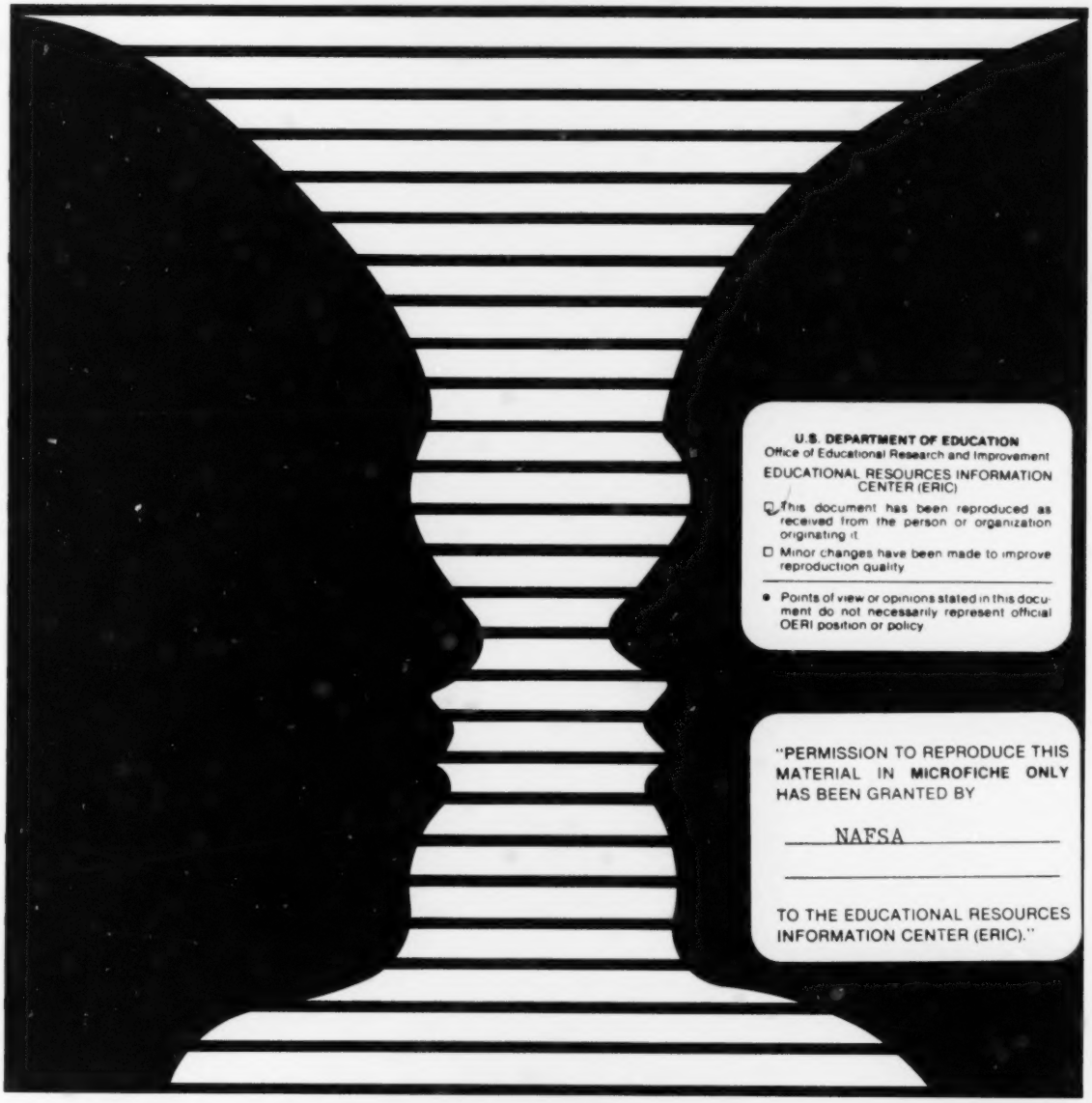
PROGRAMS FOR SPOUSES OF FOREIGN STUDENTS



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PROGRAMS FOR SPOUSES OF FOREIGN STUDENTS

National Association for Foreign Student Affairs
1986

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INTRODUCTION

An increasing number of foreign students, scholars, faculty, and long-term visitors bring their families with them when they come to the United States. These families includes spouses, often children, and sometimes mothers, sisters, and cousins.

The problems and needs of foreign family members living in the United States are very different from those of foreign students enrolled in an educational program. While the student is required to know English, the spouse may know little, if any. Even if fluent in English, the spouse still needs to adjust to the new culture, meet and make friends, and learn how to function in the new community. The student's success in school is greatly enhanced when the spouse and/or family members become comfortable in their new environment.

Most spouses are female (foreign student wives), so community programs are usually designed to meet the needs and interests of women. The most common situation is that the wife of a foreign student is confined at home with small children and has few ways to learn about her new community. A well-rounded program can offer her opportunities to learn English, make international and American friends, and express herself creatively while giving her a break from child care. Many programs also involve single foreign women and foreign men, both male spouses and students.

Often men and women who are professionals in their own country want to engage in community and professional activities during their stay in the United States. Programs can be and often are expanded to accommodate these interests.

Programs for Spouses of Foreign Students would not have been possible without the creative and dedicated leadership of a team of five experienced community programmers. They are Jean Griswold (Colorado State University), Faye McKay-Clegg (Atlanta Council for International Visitors, Atlanta, Ga.), Peggy Pusch (Intercultural Press), Sharon Jensen (University of Arizona), and Rosalie Berg (Columbia Council for Internationals, Columbia, S.C.). Special appreciation is due to Rosalie Berg, who took the lead in authoring this manuscript. NAFSA is deeply indebted to all of these individuals.

I

PROGRAM COMPONENTS

Programs for spouses vary widely in type and format. They are often started by two or three individuals with mutual needs or interests who get together regularly. Many are based on the need to help foreign spouses adjust to the new culture and become comfortable with the English language. A program may begin with one volunteer meeting with one foreign spouse and later expand into a group program of many volunteers and participants.

Programs should include some type of initial orientation to the community, featuring information on shopping (supermarkets, department stores, and malls); child care or babysitting services; banking; churches, synagogues, and mosques; transportation; and museums and cultural events. This information might be included in the first session at the beginning of each year. Spouses who are returning to the program should be present so that they can translate or give other information (e.g., where to obtain ethnic foods) as needed.

Some programs are very simple, offering one activity. Others are very comprehensive with a wide range of activities which include conversational English instruction, creative classes, and child care. The components of a comprehensive program from which a small or large program may be started are listed here.

Club Activities. Some organizations offer programs which serve as a "club" for the foreign spouses to meet with Americans on a regular basis, perhaps weekly or monthly, for a specific purpose. Some examples follow:

1. **Sit and Stitch.** A sewing group which meets weekly.
2. **Coffees.** Social gatherings for the purpose of meeting and making friends.
3. **Speakers.** Meetings at which speakers are invited to present information, perhaps of interest to professional women.
4. **Discussion Groups.** Discussions of literature, women in history, life in the United States, sharing of culture, or other issues.
5. **Tours.** Visits to local places of interest, such as a tour of a specific department of the university, the campus, the city or state, or trips to nearby events or festivals.

Instruction. In many programs, American volunteers offer instruction to foreign spouses in English, sewing, cooking, or other relevant areas. These may begin with one volunteer teaching one foreign spouse. Classes are formed with as few as three teachers and three spouses. The instruction is one-on-one, but the group setting lends strength to the program by giving both participants and teachers an opportunity to meet others with similar interests. As more spouses join the program, more teachers are recruited. From that beginning, the program can expand as the need arises.

1. **English Instruction.** Probably the most common instruction offered to foreign spouses is in conversational English. Most need only to learn the local accent and idioms while some need a refresher course in speaking English. Others have studied English little, if at all, and need immediate help in essential English. One-on-one instruction is usually a good way to begin, both for the student and the teacher. As the program expands, small classes of three to five will allow continued careful attention to the specific needs of each pupil, and a class this size is not a threat to an inexperienced teacher.

   a. Level of Instruction

   Spouses need instruction which will help them communicate within the new community. Therefore, it must be practical and much less formal than that given in a classroom setting. One effective approach is to use informal conversation about experiences which the foreign spouses are most likely to encounter: family, home, shopping, emergency services, university life, and information about the traditions and customs of people in the United States. The group can be divided into levels of English but classes should be designated by room number or class name so that participants are not overly concerned about class placement. The climate for learning will be better and participation will be greater when this method is followed.

   b. The Volunteer Teacher

   It is not necessary for the volunteer instructor to be a professional teacher. He or she must realize that teaching English is only half of the task; the other is to facilitate the adjustment of the spouse to life in the United States by providing a warm, supportive social climate in which to learn. Teachers will need flexibility, patience, creativity, and willingness to speak only in English even if fluent in another language.

   c. Materials

   The materials used should be simple and practical, not only for the spouse but for the volunteer teacher. A publication including suggestions for materials and techniques--Teaching English As A Second Language: A Guide for the Volunteer Teacher--is in production with support from NAFSA's Field Service.

   d. Policy on Assignments and Promotion

   Class assignments can be made to coincide with the system used by the local college or university: by the semester or by the quarter. When regular intervals of assignments are established, participants

will be less likely to ask to move from one class to another between times. An occasional adjustment can be made, but too many changes are disruptive to both teachers and participants.

Grading is not recommended, and changes in class assignment should not be viewed as "promotion" but as a change in interest or topic. This is in keeping with the goal of making the spouse feel comfortable in the new environment while learning about it and becoming proficient in English.

2. **Creative Classes.** One effective way to teach English in an informal, natural setting is through classes which give an opportunity to do something creative. Ceramics, macrame, cooking, sewing, typing, knitting, crocheting--these are fun, and yet English must be spoken by the teacher, so the foreign spouse is eager to comprehend in order to learn the skill or craft involved. The creative classes offered will depend on the skills of the volunteer teachers, who will need to choose the resources and materials for each subject.

3. **Health Care Classes.** Health care classes have proved helpful to foreign spouses--first aid, personal health, maternity and infant care, and training in cardiopulmonary resuscitation (CPR).

Professional Contacts. Spouses who want to increase their professional skills but are homebound with young children or do not have the proper visa status to be employed in this country appreciate opportunities for professional contacts here. Arrangements can be made for them to meet professional counterparts; participate in local theater, music, or art groups; visit local businesses, hospitals, schools, and industries; or to hear speakers from appropriate professions. One particular program provides local volunteer internships for foreign spouses in their areas of professional expertise. For specific information on this program, request the final report of the COOP project titled "Foreign Student Spouse Volunteer Internship Program" from NAFSA.

Coordinating Activities. Coordinating activities can widen the scope of a program. For example, a monthly coffee or evening meeting in which employed American and foreign women and men can participate could also be used to recruit both American volunteers and foreign spouses. Care must be taken to be sure that coordinating activities do not become competitive with the central program but are used to meet the needs of those who could not otherwise be involved.

Child Care. Concurrent programs for the preschool children of spouses and volunteer teachers may include pertinent sessions for each age group, such as handwork, musical activities, field trips, or lessons on health. Workers may be volunteers or, if the budget permits, they may be given remuneration. Continuity of workers is very important to the children, and hiring a director for each age group will provide a familiar face for each session.

Spouse-Directed Programs. Most frequently, spouse programs are directed by community volunteers--the focus of this publication. However, some programs have been spouse-directed. Clubs, for example, are often started and directed by foreign spouses themselves, with some assistance from campus personnel or community volunteers. One particular program provides training to foreign women in assessing the needs of the foreign spouses in the locality and designing a program to meet those needs. Specific information on this program is available free of charge through NAFSA. (Request the final report for the COOP project titled "Meeting the Needs of the International Spouse: Training in Grass Roots Organizing.")

II

ESSENTIALS

Some basic principles apply to any type of programming for spouses. After the needs are assessed, specific decisions must be made.

Sponsorship. The 1985 Community Involvement Survey conducted by COMSEC showed that very few programs for spouses are sponsored by campus sources, though many are affiliated with local educational institutions. The majority are supported by churches, either directly or "in-kind" through the donation of rent-free space. The sponsoring agency will determine eligibility to teach and should have a stated policy regarding qualities required for a volunteer teacher.

Budget. The 1985 survey showed that most programs for spouses operate without paid staff and with yearly budgets of less than $1,000. Many are free to participants, with occasional charges for the cost of supplies for creative classes. The sponsoring agency will determine the budget and the methods of obtaining funds for the program. The budget will need to cover materials, refreshments, child care help and supplies, cost of facilities, and expenses for any coordinating activities. A Handbook for Community Organizations Working with Foreign Students, which is available from NAFSA, contains a section on finances and establishing tax-exempt status.

Facilities. Many churches offer the use of their facilities free of charge, including nurseries or child care rooms, equipment, kitchen and dining areas, classrooms, and parking space. NAFSA's Guidelines on the Religious Rights of Foreign Students (See Appendix A) should be carefully followed so that spouses of other faiths will understand that the program is not a vehicle for proselytization.

Meeting space is sometimes available on campus or in a bank or community center and may be useful if child care facilities can be obtained nearby.

Meeting Schedules. Establishing a regular schedule for meetings is necessary for a program to survive, particularly in a one-on-one tutoring situation where there is a temptation to adjust the schedule frequently. How often meetings are scheduled depends, of course, on the local situation. The critical point is maintaining continuity.

Many programs offer classes for foreign spouses one morning each week during the school year. For example, a 2-1/2 hour session can include two periods (one for English instruction and one for creative classes) and a short assembly time for announcements and light refreshments. The assembly time allows for social interaction among the participants so that friendships can develop within culture groups as well as between those of different nationalities.

Some programs have general meetings once or twice a month with classes, discussion groups, and other activities scheduled weekly. The general meetings, usually planned around a particular topic of broad interest, bring together those who participate regularly in the other activities.

COMSEC Directory. A COMSEC Directory, which lists programs in the United States that provide activities for international students, including programs for spouses, is available upon request from NAFSA.

III

HOW TO SET UP A PROGRAM FOR FOREIGN SPOUSES

The size and scope of a successful program for foreign spouses will vary from place to place. The following information is intended to be used as a guide for setting up a comprehensive, well-rounded program in which a group setting is appropriate. The suggestions can be adapted for a small group or for a program which is to be a coordinating function of a larger organization.

Assess Needs.

1. Find out as accurately as you can the number of foreign single women and male or female spouses in your community. These may include wives and husbands of students and faculty and, perhaps, spouses of medical, diplomatic, and business personnel in your area.

2. Investigate what programs are available to foreign spouses and their families through existing services and organizations in your community and determine what needs are not being met. If there are 10 or more foreign spouses in the community, a special committee of an existing organization or a separate organization will be needed to provide services to these individuals. Plans should be made for growth of the program, anticipating that, as the word spreads, more foreign spouses will become involved.

Form a Steering Committee.

1. **Who should be on the committee?** Community volunteers who have shown an interest in such a program may be found through the foreign student advisers at local colleges and universities or through the organization which supplies host families for the foreign students at these institutions. Many clubs and churches have international committees and can be asked to appoint a representative to the steering committee. If the program is to be a project of a specific club or church, that group will be responsible for forming the steering committee. Many groups include foreign women on the steering committee, particularly when the program does not include English instruction.

2. **Responsibilities.** The steering committee (of five or more members) should be responsible for planning a program which will meet the assessed needs of foreign spouses in the community. It should locate a facility or facilities in which to meet, establish guidelines, determine policy, recruit volunteer workers, and select officers and staff for the program. Appendix B contains a proposed list of officers and job descriptions for a comprehensive program for spouses. Positions may be deleted or added to fit a particular situation and the type of program proposed. If this program is to be a part of a larger organization which provides services to foreign students, the director would represent the program on the governing board

of the larger organization. This program would then be a coordinating function of the organization--independent, but totally cooperative.

Publicize. The foreign student advisers at local colleges and universities will be able to provide information on prospective participants and should distribute the announcements or brochures. Posters in married student housing and in the community, announcements through newspapers and other media, and publication of a brochure about the program will help get the word out (See Appendix C for a sample brochure). Some groups mail invitations to spouses of foreign students at area institutions; some ask their volunteers to visit prospective participants and their student-spouses at home to explain the program and give them a brochure and a written invitation to the first session (See sample invitation in Appendix D).

Begin. The first session for a program should be a "welcome coffee" or party, an informal get-acquainted time for both teachers and participants. This session should include several activities:

1. **Registration.** Each participant should fill in an information card (sample shown in Appendix E) and put on a name tag.

2. **Refreshments.** As each participant completes registration, he or she moves to the refreshment area for an informal time of meeting other participants and volunteers. This sets the tone for a warm, friendly atmosphere and gives time for participants to meet others of their own culture if they wish.

3. **Assembly.** After registration is completed for all and ample time has been allowed for refreshments, an assembly time brings everyone together for a word of welcome and perhaps a short musical presentation, if desired. The highlight of the assembly time is the "roll call of nations" (or "parade of nations"), when participants and volunteers may introduce themselves and place a large-headed pin on a world map to indicate their home country or state. Foreign spouses are always interested to learn that the volunteers come from so many different parts of the United States.

4. **Class Assignments.** Classes often cannot begin until the second meeting, but time can be given here for determining the needs and interests of the participants so that assignments can be made before the next meeting time.

    a. English:

    The coordinator of English instruction and selected volunteer English teachers will need to interview each participant to determine English proficiency. The interview consists of a short conversation to assess what type of instruction is appropriate for each person. English classes should be identified by group or room number rather than proficiency level; this allows for easy adjustment if a participant is

not comfortable in a given class, and it eliminates any stigma for those less fluent in English.

b. Creative or other activities:

This is also a good time to provide displays and sign-up sheets for creative classes or other regular activities offered through the program.

IV

EVALUATION AND RECOGNITION

At the end of the year, evaluation forms may be used to obtain feedback from both teachers and participants (see Appendix F). If the forms are filled in at the last session and collected at one time, anonymity is assured. Since the programs meet a real need and are usually free of charge, negative evaluations are few; however, many programs have been successful in obtaining objective evaluations. The statements given on the evaluations are useful to include in future brochures and other publicity.

Some groups conclude the school year with a recognition day program at which certificates or diplomas are presented. It is very difficult, however, to determine on what basis certificates should be awarded in non-academic programs such as these. In most instances, a certificate simply states that the person was enrolled and attended a given program.

A good end-of-year presentation would be a booklet with pictures of the participants, both American and foreign, and local and home addresses.

V

BENEFITS

The volunteers in a program for foreign spouses learn many fascinating aspects of other cultures in a very personal way which is not otherwise available. As friendships are formed, conversations begin to extend into individual family traditions and pseudo-extended-family support systems are created.

Volunteer teachers also gain a sense of accomplishment as they observe foreign spouses becoming more comfortable in a new environment.

Foreign spouses who remain in the community over a long period of time sometimes become community volunteers themselves--for example, teachers of a creative skill or workers in some other capacity in the program. They can then assist the new foreign spouses in a very special way in their adjustment to this country. Everyone benefits from the lasting friendships which are formed within and across cultures.

Each community will need to assess its needs and resources and plan its programs accordingly. The benefits to American volunteers and foreign spouses are mutual enrichment, cross-cultural understanding, and increased world awareness.

APPENDIX A

RELIGIOUS AND POLITICAL RIGHTS OF FOREIGN STUDENTS

Community workers related to religious and political groups must recognize that the religious and political beliefs of any foreign people in the United States are important parts of their cultural heritage and merit the respect of Americans and the effort by Americans to learn about and understand them. Religious and political groups can perform a service by providing opportunities for foreign students and scholars to observe and join in mutual inquiry into beliefs and practices. However, there must never be any attempt to proselytize, and any invitation to a foreign student or scholar to an event sponsored by a religious or political group should clearly indicate the nature of the event and its sponsorship.

(From Standards and Responsibilities in International Educational Interchange National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009)

APPENDIX B

PROPOSED OFFICERS AND JOB DESCRIPTIONS

The positions and duties described here are appropriate for a comprehensive program for foreign spouses (men or women) in the community. Positions may be deleted or added according to the situation and type of program planned. Foreign spouses may be included as officers, teachers, or resource people.

Director:

1. Prepare calendar (check university, public school, and community events to avoid conflicts)
2. Prepare budget (in cooperation with the treasurer)
3. Design brochure and have printed (See Appendix C for sample brochure)
4. Arrange publicity through media, newspapers, posters, university, etc.
5. Contact local institutions for prospective participants
6. Plan orientation for workers
   a. Present policy and plans for the year
   b. Provide cross-cultural training
   c. Give hospitality suggestions
   d. Assign responsibilities
7. Secure needed equipment and materials
8. Hold regular planning meetings with volunteers
9. Preside at any general meetings of participants or volunteers.

Assistant Director:

1. Welcome newcomers and direct them to the proper class
2. Preside in the absence of the director
3. Assist the director as needed

English Coordinator: (could be a volunteer working with the help of a professional English as a Second Language teacher)

1. Provide workshops on volunteer teaching of English (refer to NAFSA's Teaching English As A Second Language: A Guide for the Volunteer Teacher)
2. Order textbooks
3. Enlist English teachers and substitutes
4. Conduct placement testing
5. Develop a check-out and return system for textbooks

Creative Activities Coordinator:

1. Determine which classes to offer: cooking, sewing, typing, ceramics, macrame, knitting, crocheting, driver's manual, piano, etc.
2. Enlist teachers and assistants (from churches, local homemakers clubs, etc., depending on the sponsorship of the program)
3. Obtain needed supplies (if participants will need to purchase these, make this clear before they sign up)

Secretary:

1. Prepare an information or registration card and name tag for each participant and worker
2. Prepare announcement sheet (newsletter) each week; duplicate for all participants (See sample in Appendix G)
3. Keep attendance rolls
4. Prepare list of all participants with local addresses, phone numbers, student-spouse names, and native countries. Prepare similar list of all workers. Distribute both lists to all participants and volunteers
5. Be responsible for all printing and mail-outs

Treasurer:

1. Pay bills
2. Keep officers informed regularly regarding expenditures
3. Give financial report at teachers' meetings

Hospitality Chair:

1. Work with a committee to arrange for and serve refreshments each week for adults and children; encourage international women to participate in providing refreshments
2. Arrange for refreshments for special activities

Transportation Chair:

1. Receive requests for transportation
2. Arrange transportation whenever possible
3. Solicit donations of infant car seats if required by state law
4. Check state insurance requirements (there may be none unless riders pay for transportation)

Special Needs Chair:

1. Keep group aware of special needs (illness, new babies, etc.)
2. Circulate for signature and mail get-well and congratulatory cards
3. Visit international families when possible
4. Keep resource file on community facilities for special needs
5. Assist in any way possible in the adjustment of the family to the United States or when special needs arise

Historian/Photographer:

1. Take pictures of each participant for enrollment card and/or posters around assembly room (or on a world map) to help everyone learn each other's names

2. Take candid pictures of weekly and special activities

3. Keep a scrapbook, if desired, of pictures, newspaper clippings, etc.

Children's Coordinator:

1. Enlist workers as needed (Some programs hire one or two children's workers for each age group. Many foreign spouses have never before left their children with someone outside of their extended family. The continuity of a familiar face each time the class meets is helpful to the children and reassuring to their parents. The mothers often have to be oriented to the fact that the children will be all right as they become accustomed to the situation. Many programs recruit older women to volunteer each week to care for the children.)

2. Keep pertinent information concerning feeding schedules, nap times, etc. on enrollment card (See Appendix H for sample)

3. Send a letter to parents explaining children's activities and instructions to follow when the child has a cold or fever (See Appendix H)

4. Be responsible for necessary supplies: masking tape (write child's name on tape and stick to back of his or her shirt), diaper bags, bottles, disposable diapers, plastic bags, facial tissues, air freshener, crackers, etc.

5. See that toys are sterilized after each meeting

APPENDIX C

(Front)

SAMPLE BROCHURE

BROCHURE: Suggested format, front and back. Use 8-1/2 x 14" paper.

Fold your paper in half, then half again, along lines to see maximization of space and information provided.

Basic statement about program.	Opportunities (what do spouses gain from program).	Pictures of program activities.	Organization's name and mailing address Place stamp here
List of classes.		Volunteers needed.	

Fold 1

APPENDIX C

(Back)

Calendar of Events. Schedule of program.	Quotes from participants. CONTACT PEOPLE Director: Assistant Director:	Organization's name and mailing address TO: (this allows brochure to be used for mailing purposes)	FRONT OF BROCHURE This should contain your logo, name, and perhaps a statement of purpose.

Fold 1

APPENDIX D

SAMPLE INVITATION

(NAME OF YOUR PROGRAM)

A program for international wives

invites you to a

WELCOMING COFFEE

(Day of the Week, Month, Date, Year)

(Time)

(Place)

(Address)

APPENDIX E

SAMPLE INFORMATION CARD

(Please Print) Date Enrolled _____

Name: _____ Country: _____
(Last) (First)

Address: _____

_____ (Zip) _____ Phone Number: _____

Birthdate: _____ Religion: _____

Spouse's name and field of study: _____

Names and ages of children: _____

Home Country address: _____

Do you have recorded music of your country? _____ Do you have some talent you would share with us (singing, dancing, playing an instrument, etc.)? _____

Would you speak about your country in the public schools?
(Elementary/Secondary) _____

Do you have transportation to (Name of your Program)? Yes _____ No _____

English language background: _____

APPENDIX F

SAMPLE EVALUATION FORM FOR TEACHERS

How would you evaluate the program for this year?_____

_____

Do you have suggestions for improvement?_____

_____

List here any materials you would like to see used in teaching English.

_____

_____

Can you suggest any other types of classes or activities which would be of interest to foreign spouses?_____

_____

Comments: _____

_____

* * * *

SAMPLE EVALUATION FORM FOR PARTICIPANTS

What did you like most about the program this year? _____

_____

What other classes would you like to see offered?_____

_____

Are there any changes in the program you would like to see made? _____

_____

Do you have any additional comments which might be of benefit to us in planning for the classes next year?_____

_____

_____

APPENDIX G

SAMPLE NEWSLETTER

(NAME OF YOUR PROGRAM) N E W S L E T T E R

(Location) (Date)

ATTENTION INTERNATIONAL FRIENDS !

On _____(date)_____, there will be an International Food Fair sponsored by (the name of your program).

Regular classes will not meet so everyone may enjoy the delicious food from all over the world. You will have the opportunity to introduce the food and culture of your country to others in the program--and sample theirs.

If you would like to participate, please do the following:

(1) On _____(date)_____, bring a dish of your favorite food that is representative of your country. Please bring your own spoon for serving.

(2) Bring a copy of the recipe to be placed beside your dish so that participants may write a copy for themselves.

(3) The day before _____(date)_____, decorate a table to represent your country. Tables will be set up in our room early that morning. You may come anytime during the day (8:30 a.m. - 5:00 p.m.). Please talk with others from your country and do the decorating as a "group project."

Perhaps you would enjoy wearing your native dress to add to the festivity of the occasion.

If anyone would like to share his or her native music through song or dance, please see or call (director and phone number).

TEACHERS:

Remember--no classes on this day during either period, but be sure to be here to sample all the good food.

WELCOME !

We are so happy to welcome one new friend to (name of your program): (Name and home country)

SAMPLE NEWSLETTER, page 2

HAPPY BIRTHDAY !

(Names and birthdays of teachers and participants during this month.)

HOLIDAYS

(A brief explanation of any holiday during this week or month.)

(NOTE: Include also any announcements or items of interest in the community.)

APPENDIX H

SAMPLE ENROLLMENT CARD FOR CHILD

Child's Name: _____

Address: _____

_____ (Zip) _____

Age: _____ Birthdate: _____

Country: _____

Parent's Name: _____

Phone Number: _____

Food Restrictions, if any: _____

Babies Only: Sleeping Habits: _____

Feeding Habits: _____

* * * *

SAMPLE LETTER TO PARENTS

Dear Parents:

We want to provide a happy experience for your child while he or she is in our care ! You can help us by letting your child know that you will be in a class while he or she is playing with the other children and that you will return for him or her soon. Every (day(s) your group meets), we will have music, refreshments, games, art activities, and we will read books.

We know that this may be the first time your child has been separated from you and sometimes he or she may cry for a short time. We will help your child find an activity that will interest him or her.

For the benefit of all the children, a child that is ill should be kept at home.

Thank you for the opportunity to get to know you and your child. We are looking forward to knowing you better.

Sincerely,

National Association for Foreign Student Affairs
1860 19th Street, N.W.
Washington, D.C. 20009